

The Unit Eagle Mentor

Patriots' Path Council, BSA

The Unit Eagle Mentor Coach is assigned by the Unit Leader to mentor the Life Scout, guide the Scout in advancement to the Eagle Rank, and assist in developing and carrying out the Eagle Scout Service Project.



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In BSA literature, you will hear about both Eagle Mentors, and Eagle Project Coaches.

In Patriots Path Council, these functions are undertaken by the Unit, and generally the person who is the Eagle Mentor, will also be the Project Coach. In this class, we will use the terms interchangeably.

Is there anyone here who is NOT from Patriots Path Council?

The Mission and Aims of the Boy Scouts of America

Mission of the BSA

“....prepare young people to make ethical and moral choices over their lifetimes by instilling in them the values of the Scout Oath and Scout Law.”

Aims of Scouting

- ✦ *Character Development*
- ✦ *Citizenship Training*
- ✦ *Mental and Physical Fitness*



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Many of you are familiar with the mission and aims of the Boy Scouts of America. You've read them in our literature and you may have heard about them at training sessions. The importance of the mission has not only to do with making ethical and moral choices, but that this should be done over one's *lifetime*. We're looking for long-term improvement here: *life* lessons. The Eagle Scout service project experience is one of these. What the Scout gets out of the project and takes through life, is a great deal more important than the project itself.

The Scout Oath and Law

The Scout Oath

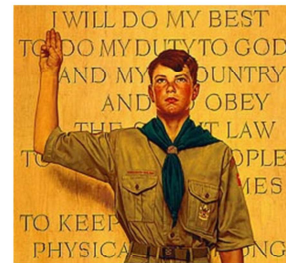
On my honor, I will do my best to do my duty to God and my country and to obey the Scout Law;

To help other people at all times;

To keep myself physically strong, mentally awake, and morally straight.

The Scout Law

A Scout is trustworthy, loyal, **helpful**, friendly, courteous, kind, obedient, cheerful, thrifty, brave, clean, and reverent.



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The concept of service to others is embedded in both the Scout Oath and the Scout Law. The helpfulness we pledge is important in the Eagle Scout service project, but these values we express—especially those found in the Scout Law—can also provide some guidelines on how Scouts and Scout leaders, and Eagle Scout service project coaches, should approach the project process.

Be clear that class members understand that mentors should live the law as they work with Scouts. For example, “courteous,” “kind,” and “friendly,” mean that mentors are not overbearing, and that they try to keep their egos out of the way. It means they treat Scouts and parents with dignified respect. “Obedient” means that mentors work within the policies and procedures as set forth in the Guide to Advancement, and do not make up their own requirements or reinforce those inappropriately set forth by others.

Qualifications of Eagle Mentors

- ♣ A Mentor must be a registered member of the BSA
 - In any Scouting position
 - Current in Youth Protection training
 - Approved and designated by the Unit Leader
- ♣ A Mentor must also have a thorough understanding of the official BSA resources, and especially these sections in the **2021 Guide to Advancement**.

Section 2 “Advancement Defined”

Section 4 “Mechanics of Advancement”

Section 8 “Boards of Review”

Section 9 “The Eagle Scout Rank”



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If you're not registered with the BSA, or if your Youth Protection training is not up to date, then you need to take care of that. It doesn't matter what your position is.

Note that Sections 2, 4, 8, and 9 in the *Guide to Advancement* are called out here. These are critical. It is important to study them; not just to read them.

Official Sources for Guidance

Current editions* of:

- ♣ ***2021 Guide to Advancement***
- ♣ ***Eagle Scout Service Project Workbook***
- ♣ ***Scouts BSA Requirements***
- ♣ ***Guide to Safe Scouting***
- ♣ ***SAFE Project Tool Use***
- ♣ ***Council/District Eagle Rank Advancement Processes***

****all of these are available online***



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A Unit Eagle Mentor must, above all, abide by the policies and procedures outlined in these official resources. There are, of course, quite a few helpful *guidelines* as well. Before you work with your first Scout—or with your next Scout if you’ve been mentoring for a while—be sure you’re familiar with the contents.

An improperly administered Eagle Scout service project can lead to boards of review under disputed circumstances, and to unnecessary appeals that can shatter dreams.

Bringing Scouts and Eagle Mentors Together

- ♣ An Eagle Mentor should be designated for *every* Scout who reaches the Life Rank.
- ♣ A Scout may request a specific registered Scouter as an Eagle Mentor, subject to the unit leader's approval.
- ♣ The Scout may choose not to accept the assistance of the Eagle Mentor, but should be counseled on the value a mentor adds.
- ♣ Neither the Unit Advancement Chair, Scoutmaster or the Scout's parent should be the Eagle Mentor.



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Once a Scout earns the Life Rank, a mentor should be designated, and should be available when the Scout needs assistance and guidance.

A mentor's work with a Scout can be through face-to-face meetings, telephone calls, email, or by video conferencing, but face-to-face is preferred. Regardless the method of contact, discussions with the Scout should be relaxed, respectful, helpful, friendly, courteous, kind... Well, you get the picture.

Unit Eagle Mentor Term of Service and Association

- ♣ Term of Service: From Life Scout Board of Review to completion of Eagle Rank requirements, including service project proposal development through completion of the project report.
- ♣ The role of the designated Unit Eagle Mentor is intended to be a close, frequent association.



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The Eagle Mentor is designated at the unit level and begins work with a Life Scout whenever the Scout is ready to discuss the Trail to Eagle. Service should then continue through completion of the project report and beyond.

The Eagle Mentor provides guidance, coaching, and consulting to the Scout on how to successfully plan and execute a project that will fulfill requirement 5.

Just as units work on a day to day basis in the rest of the advancement program, so should units provide the day to day mentoring to help Scouts through the Eagle Rank advancement process. This is the role of the Unit Eagle Mentor. You should monitor the Scout's progress and be available when the Scout requires guidance. Eagle Mentors, with their expertise and objective perspective, are an integral part of assistance from the unit.

The Role of the Unit Eagle Mentor

An Eagle Mentor's advice is a key to the Scout's success.

- ♣ Serves as a consultant and coach.
- ♣ Is a resource, encouraging the candidate to fully plan the project, secure resources, and to make wise decisions.
- ♣ Uses positive adult association, logic, and common sense to help the candidate to reach a successful outcome.



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It cannot be said too often. Eagle Mentors and District Representatives are keys to success in unit and district efforts to guide Scouts through the service project process.

And, yes, a mentor serves as an advisor and consultant, and helps in other ways, but he does so without *directing* the Scout. Instead, he must use the BSA method of positive adult association, and also logic and common sense to help the candidate achieve success.

(Ask for discussion on how a mentor might do this.)

Guidelines for Unit Eagle Mentors

- ✦ Adheres to the Eagle Scout Service Project process as described in *Guide to Advancement*, Section 9.0.2.9.
- ✦ Adheres to the District and Council Eagle Rank Advancement Processes
- ✦ Strives to make his or her involvement a positive experience.
- ✦ Encourages the Scout to make the kinds of decisions that will lead to successful outcomes.



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A mentor's role is to support and guide the Scout toward making the kinds of decisions that will help meet requirement 5. Eagle Mentors strive for a positive experience by encouraging Scouts to make wise decisions and follow logical processes as they work through the requirement. In this way we assist the Scout to become successful not just with his project, but we provide an experience that will help him or her throughout their life.

The Role of the Unit Eagle Coach Differs from the District Representative

	Unit Eagle Mentor	District Representative/Advisor
Term:	Entire Life to Eagle process	From proposal approval through Board of Review
Focus:	Successful achievement of the Eagle Scout rank	Successful fulfillment of requirement 5 and BOR
Appointment	By the unit leader	By the district
Relationship:	Longer-term	Shorter-term
Approach:	Coaching and mentoring in general	Consults on the project. Gives district project approval. Chairs Eagle Board of Review.



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The position of Unit Eagle Mentor is not actually an official BSA position, but as we've discussed, you can provide a valuable service. In many cases, however, Eagle Mentors are sometimes confused with the District Representatives.

We've listed a few differences on this slide. Are there other differences?

Discuss.

(If it doesn't come out in the discussion, explain that these individuals working together can help candidates improve their chances for successfully meeting requirement 5.)

- ♣ Scout must acquire district approval of the project proposal
- ♣ Scout must acquire Fundraising approval if required
- ♣ Scout and Unit must schedule the Eagle Board of Review with the District Representative/Advisor
- ♣ Scout and Unit must follow all district and council procedures



These may relate to submission and district approval of the project proposal, assignment of the District Representative or District Eagle Advisor, approval of fund raising, and procedures for scheduling and holding the Board of Review.

Roles and Responsibilities in the Eagle Advancement Process

- ♣ The Scout meets all of the rank requirements
- ♣ The Unit Eagle Mentor coaches the Scout
- ♣ The Unit Leader ensures that requirements are met
- ♣ The Unit Committee Chair/designee ensures unit support
- ♣ The Unit Advancement Coordinator verifies records
- ♣ The District Advancement Chair assigns the District Rep
- ♣ The District Representative approves the project proposal and often chairs the Eagle Board of Review



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In meeting the Eagle Rank requirements, it is the Scout's responsibility to find and follow the proper procedures according to the Guide to Advancement, Eagle Scout Service Project Workbook, the Eagle Rank Application and District Eagle Rank Advancement Processes if applicable.

Incorrect guidance given by an adult unit leader can lead to problems, but that is not a reason to excuse any improper or incorrect conduct by the Scout.

Be Prepared!

The Service Project Process

- ♣ Proposal and Approval
- ♣ Fundraising Application
- ♣ Final Plan
- ♣ Execution
- ♣ Report
- ♣ Board of Review



Point out the various parts of the current Eagle Scout Service Project Workbook.

The road to meeting Eagle Scout rank requirement 5 begins with the preparation and approval of the proposal and culminates in the board of review. Along the way there are many important steps. The Scout should read the entire workbook before beginning any work.

Each section of the workbook plays an important role; especially the first, which lays the groundwork and begins—*just begins*—the planning process. It is critical that the Scout, parent or guardian, the unit leaders, and the eagle mentor study this material.

Preparing a Service Project Proposal

- ✦ The Scout must use the **current edition** of the workbook.
- ✦ Encourage the Scout to read the **entire** workbook before starting.
- ✦ Refer the Scout to the BSA publication “Navigating the Eagle Scout Service Project: Information for Project Beneficiaries,” contained in the Eagle Scout Service Project Workbook and available at <https://www.scouting.org/Home/BoyScouts/AdvancementandAwards/EagleWorkbookProcedures.aspx>
- ✦ Encourage the Scout to contact you when he or she has questions or needs advice. The Scout must copy an adult, preferably his parent, on all emails/texts to you. Copy his parent on all emails or texts to him, following YPT guidelines.



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Refer to “Navigating the Eagle Scout Service Project”. This is found on the last two pages of the Eagle Scout Service Project Workbook.

Be sure each Scout you mentor is aware of the "Navigating the Eagle Scout Service Project" information sheet, review it, and encourage him to give a copy to the project beneficiary—if not already done. The sheet contains important information, and makes it clear that the beneficiary has the authority to approve a Scout's final plan.

Emphasize that you're available to help the Scout as needed. But regular contact to offer encouragement is recommended.

Reiterate your readiness to review his final plan with him, one last time before he executes his project.

Preparing a Service Project Proposal

The Eagle Mentor should see that the project proposal meets these five tests:

1. The project provides sufficient opportunity to meet the requirements, particularly in demonstrating leadership.
2. The project appears to be feasible.
3. Safety issues will be addressed.
4. Action steps for further detailed planning are included.
5. The Scout is on the right track with a reasonable chance for a positive experience.

Remember – this is a proposal, not a final plan!



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The five tests shown here should have been applied in evaluating the proposal.

Ask: What is number 1 really saying? (Then cover each of the five tests with a similar question.)

Listen for some of the following during the discussion:

Test 1: "... to meet the requirement." There is opportunity for planning and developing the project, for giving leadership to others, and the project will be "helpful." If there is any question about the proposed project meeting the requirement, the Scout should contact the district advancement chair for advice, before spending a lot of time developing the proposal.

Test 2: "...project appears feasible." It is a project the Scout is capable of managing, and it can be accomplished with resources that are available, or that can be obtained with a reasonable effort. Note that it says "appears to be feasible."

Test 3: "Safety issues..." The Scout is aware of potential safety issues and hazards, and will address them in his final plan. Note that it says "aware of." The safety issues do not need to be addressed or solved yet. We just need to be comfortable he is aware of the issues, and comfortable that he will address them in his final plan.

Test 4: "Action steps..." Key action steps have been identified that the Scout will use for developing his final plan. This means just what it says. He has made short list of some of his next steps, so we can see that he's on the right track.

Test 5: "...positive experience." The Scout has demonstrated he has a good understanding of what he is proposing to accomplish and has a good chance of a successful outcome that will contribute to his growth and development. This is where your "gut feel" comes to play

Preparing a Service Project Proposal

Contact Page (Proposal page B)

Who is Who?

Eagle Scout Candidate

Unit Leader

Unit Committee Chair

Unit Advancement Chair

Project Beneficiary

Project Beneficiary Representative

Your Council Service Center

Council/District Project Approval Rep

Project Coach (**this is YOU!**)

Proposal Data Pages (pages C-G)

- Both graphic and text boxes may be expanded resulting in more pages.
- Recommend maps and charts not be embedded in Proposal document.
- Separate pages should be attached and submitted with “before” photos, maps, charts, and other graphics.
- Signatures required on page H. Including the Eagle candidate!



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Identify the people and information required to complete this page.

The Council/District Approval Representative may be the District Advancement Committee or Chairperson, or his appointed representative, such as the District Eagle Advisor.

Preparing a Service Project Proposal

Candidate's Promise



On my honor as a Scout, I have read this entire workbook, including the "Message to Scouts and Parents or Guardians" on page 5. I promise to be the leader of this project, and to do my best to carry it out for the maximum benefit to the religious institution, school, or community I have chosen as beneficiary.

(Signed before approvals below are granted)



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This is the promise the candidate signs in the workbook. Be sure that he or she has read the entire workbook and that parents or guardians have read the Message to Scouts and Parents or Guardians.

Also ensure that the Scout has read the district advancement process (if there is one available) and understands it.

Preparing a Service Project Proposal

Unit Leader Signature Statement



I have reviewed this proposal and discussed it with the candidate. I believe it provides impact worthy of an Eagle Scout service project, and will involve planning, development, and leadership.

I am comfortable the Scout understands what to do, and how to lead the effort. I will see that the project is monitored, and that adults or others present will not overshadow him.

Unit Committee Signature Statement



This Eagle Scout candidate is a Life Scout, and registered in our unit. I have reviewed this proposal, I am comfortable the project is feasible, and I will do everything I can to see that our unit measures up to the level of support we have agreed to provide (if any).

I certify that I have been authorized by our unit committee to provide its approval.



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Service Project Fundraising

- ♣ Projects cannot be primarily fundraisers.
- ♣ Fundraising is permitted only to facilitate a project.
- ♣ Contributions from the candidate, parents, relatives, unit, chartered organization, or beneficiary do not require a fundraising application.
- ♣ All other fundraising must be approved by the unit, district or council.
- ♣ Additional information is in the Project Workbook and at <https://ppcbusa.org/committees/advancement/eagle/>



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Fundraising is permitted only for securing materials and otherwise facilitating a project. This includes things such as food and water for the workers, equipment rental, safety supplies, printing or copying services, or anything else necessary for facilitating a project. If you're concerned a project is primarily a fundraiser, then help your Scout transform or expand it into something that will more closely fit the requirement.

Fundraising may require district or council approval if it goes beyond the family, the unit, or the beneficiary and is more than \$2500 (district approval) or \$10,000 (council approval.) These are criteria adopted by Patriots Path Council.

The Scout must use the Eagle Scout Project Fundraising Application found in the project workbook. Have it signed along with the Proposal especially if no more than \$2500.

Explain to the Scout that it must be made it clear to all donors or event participants that the money is being raised on behalf of the project beneficiary, who will retain leftover funds. Should any donors want documentation of a gift, this must be provided through the beneficiary, not the Boy Scouts of America.

Once collected, money raised must be turned over to the beneficiary or to the candidate's unit until needed for the project. If the unit receives the funds, then once expenses have been paid, any excess goes to the beneficiary.

Service Project Fundraising Application

- ✦ Fundraising Applications, if needed, should be submitted to the District Advancement Chair with the project proposal.
- ✦ Unit Leader and Project Beneficiary approve all Fundraising Applications.
- ✦ Unit Committee or Committee Chair approve amounts up to \$2,500.00
- ✦ District Advancement Chair approves amounts between \$2,500.00 and \$10,000.00
- ✦ Amounts over \$10,000.00 must be approved by the Council Finance Committee.
- ✦ Note that no Scout leader at any level has the authority to *require* fundraising for an Eagle project.
- ✦ These are Patriots' Path Council limits. Other councils may have different approval criteria.



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Fundraising applications should be submitted with the proposal, or as soon as it is clear during the proposal stage approximately how much money will be needed or what material donations will be requested. There are several sections of the final plan that do not impact fundraising, so it is unnecessary to wait until the final plan is completed. To provide sufficient time for review, all fundraising applications should be submitted to the district or council well in advance of the proposed efforts.

Meeting with the District Representative

Project Orientation

Before work begins on the final plan, the District Representative will meet with the Scout and discuss:

- ♣ How the project proposal approval process went.
- ♣ The information requested in the *Eagle Scout Service Project Workbook* final plan section.
- ♣ How the Scout intends to plan the project, and then offer advice accordingly.
- ♣ Any issues, that if ignored, could stop work or create health, safety, or environmental issues.

The Scout's parent, not the Unit Eagle Mentor, should attend this meeting



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The District Representative will discuss the specifics of the Scout's project, ask questions, and offer advice accordingly. He or she will look for any issues that could become problems later; for example, the impact of severe weather, building permits, the environment, safety, and other elements the Scout may not have considered. The Rep will ask the Scout how he or she will develop a plan appropriate to the project, and help to understand the importance of a logical step by step planning process.

Discussions with the District Representative

Detailed Planning and Future Communication

The District Representative will:

- ♣ Encourage the Scout to start work on detailed plans and to develop a completion schedule.
- ♣ Emphasize how important it is for the beneficiary to approve what will be done.
- ♣ Discuss beneficiary-obtained building or environmental permits and the timing involved.
- ♣ Discuss any special skills required to execute the requirement.



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A well-developed final plan is the key to the Scout's success. Put together a schedule and set a goal for completing the plan. Encourage the candidate to contact or meet with you from time to time as his plan progresses, and as soon as possible after it is complete. Stress that your intention is not to be critical, but to help toward a successful experience.

Be sure the Scout understands that before work begins, the Project Beneficiary and Unit Leader should be fully aware of his project plans. Encourage the Scout to meet as often as necessary with the Beneficiary Representative and Unit Leader to achieve full understanding and acceptance. Not doing so could mean the difference between project failure and success.

If building or other permits will be needed, help the Scout understand these may take 45 to 90 days or even longer to obtain. Point out that the project beneficiary is responsible for obtaining any permits.

Discuss any special skills or expertise that will be needed; for example, will power tools or specialized equipment be used? Will plumbing, wiring, or other work be done that would call for special training or certification? Ask the Scout to comment on how he or she might go about recruiting individuals with specialized skills, and describe what challenges may be faced giving leadership to those individuals.

Project Plan Elements

- ♣ Proposal review comments
- ♣ Project description & changes
- ♣ Present conditions
- ♣ Project phases
- ♣ Work processes
- ♣ Attachments
- ♣ Permits & permissions
- ♣ Materials, supplies, tools, & other needs
- ♣ Expenses & revenue
- ♣ Giving leadership
- ♣ Logistics
- ♣ Safety
- ♣ Contingency plans



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These are the sections of the final plan that the Scout needs to address. Depending on the project, not all of the sections will be applicable. For example there may not be any tools needed for certain projects. In those cases simply tell the Scout to mark those sections, “N/A”.

Review each section, and recommend taking notes. Point out the sections that are most important for project success. You may want to have a spare blank copy of the Final Plan form available to mark up.

Point out that “Be Prepared” is a major concept in completing a final plan.

Reviewing the Project Plan

- ♣ Emphasize the importance of sharing the final plan with you before the project is scheduled and work begun.
- ♣ With the Scout, review the plan's strengths, weaknesses, and risks. Suggest improvements where necessary.
- ♣ Discuss leadership challenges that may be faced.
- ♣ The Unit Eagle Mentor may meet with the Scout, the Scout's parents, unit leader, or beneficiary to discuss concerns.
- ♣ It is the Scout's responsibility to implement the plan.
- ♣ Final design issues are ultimately between the Scout and the beneficiary.



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When the Scout believes the Project plan is complete, try to meet as soon as possible so you can review it together. It is important this meeting be held in a timely manner. Help keep up the momentum by not delaying the process.

As you and the Scout review the plan, point out any strengths, weaknesses, omissions, time risks, or potential safety issues. Ask the Scout what actions will be taken to address these issues. If appropriate, review applicable portions of the *Guide to Safe Scouting*. Ask the Scout what leadership challenges might be faced and how to respond to them. Discuss the different kinds of leadership needed to give to youth who are older or younger, to family members, and to adults—especially those with special skills who will accomplish things that the Eagle candidate cannot.

It's also a good idea to discuss any information or activities that should be "tracked" to help the Scout prepare the project report.

In the rare instance you are concerned that the planned project will not meet the requirement or will not satisfy the beneficiary, you may want to contact or meet with the Scout and his parent or guardian, the unit leader, or a representative of the beneficiary. While you may provide guidance that is critical to success, unless there is something illegal or unsafe going on, it is the Scout's prerogative whether or not to proceed. Final design issues are between the Scout and the project beneficiary. The board of review will decide whether planning was sufficient to meet the requirement.

Wish the Scout well on the service project adventure and advise that you will be available to offer guidance and advice throughout execution of the project.

The Project Report

- ✦ Emphasize completion of the project report because of its importance in board of review approval.
- ✦ Review what is requested in the report to ensure it is fully understood.
- ✦ Suggest the Scout submit the draft report to you for further review and guidance.
- ✦ Bear in mind Unit Leader and Project Beneficiary must sign this report to indicate project is complete.



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The project report is to be completed after the service project has been concluded. Note that it is acceptable for the report to be completed and approved **after the candidate's 18th birthday**. The project, itself, must be completed before then; the report merely supports what is already done.

With the Scout, thoroughly review the report form. It is not necessary to provide lengthy answers, but it should provide the basis to discuss his project in detail with the board of review. Along with the Scout's final plan, the completed report can be very useful in demonstrating to the board that all the efforts have met requirement 5.

Offer the Scout the opportunity to meet with you once the project report is prepared. That will give both of you one last opportunity to prepare for the board of review.

The Eagle Scout Service Project Report

- ♣ Project Description
- ♣ Observations
- ♣ Changes
- ♣ Leadership
- ♣ Materials, Supplies, Tools
- ♣ Entering Project Data
- ♣ Funding
- ♣ Photos & Documentation
(*submit as attachments*)
- ♣ Candidate's Promise
- ♣ Completion Approvals



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Here are the different parts of the project report. Each asks a few questions about key aspects of the Scout's experiences. The report is designed to cause reflection on these experiences as well as to provide a basis for discussion at the board of review. Simple, concise answers are all that is needed.

Achieving Success

*“...Plan, develop, and give leadership ...
in a service project helpful...”*

We know we have achieved success when we have met the aims of Scouting.

- ♣ Planning and development are intellectual exercises relating primarily to mental fitness.
- ♣ Leadership relates primarily to character development.
- ♣ Helpfulness relates to Scouting’s citizenship aim.



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Look at how the parts of the Eagle Scout service project requirement apply to the aims of Scouting.

The critical elements of the requirement are all found in its first sentence. The three sentences that follow simply set forth some limitations and the approval process, right? So we’ll just concentrate on that first sentence. There are three important parts in that sentence and each relates primarily to one of the aims.

The first part—planning and development—represents a mental exercise related to personal fitness. This part of the requirements is mostly about thinking.

We say that leading others relates *primarily* to character development. We’re hopeful the Scout will learn to vary his leadership style as he works with different kinds of people: those younger than he is, youth who are older, adults in and out of Scouting, and family members. This is one of the reasons we allow parents and siblings to participate. The degree of difficulty in giving leadership to a parent or to a brother or sister has the potential to provide some very interesting challenges.

The third part of the requirement relates to citizenship and those lessons we all learn when we give of ourselves to benefit others.

Achieving Success

The BSA requires a *helpful* project.

- ♣ The quality of the write-ups and having everything signed are important, but they are supportive to the effort.
- ♣ Did the project meet requirement 5?
 - Was there planning and development?
 - Was there leadership of others?
 - Was the project helpful?



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Keep in mind that write ups and signatures, though important, are simply supportive. Requirement 5 doesn't have a grammar or spelling component, either, and there is no mention of "hours worked." The National Council asks for the number of hours involved in a project only because the statistic points to accomplishment—from an overall "macro" standpoint—of our citizenship aim. Requirement 5 calls only for planning and development, leadership, and helpfulness. Well, we want *impact* too, of course; and the key to deciding what that means is to look at the word, "impact," from the perspective of a young person.

Rather than focusing on "technicalities," such as grammar and spelling, as you review a Scout's report, focus on the intent of requirement 5. Use common sense to consider if there was planning and development, leadership of others, and a result that was "helpful." If there were, then the quality of the various supporting documents should not be an impediment to advancing a Scout. But that said, encourage your Scout to put forth his best effort in preparing his workbook for submission. Challenge the Candidate to meet his or her full potential, and to *impress* the members of his board of review.

Eagle Advancement Documents

EAGLE CANDIDATE TO PROVIDE TO COUNCIL:

(Patriots' Path Council provides a handy downloadable checklist)

- Eagle Rank Application (all signatures up thru Committee Chair)
- Life Ambition Statement
- Complete Service Project Workbook (all parts with signatures)
- Individual Advancement Report



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These are the documents which Scouts must submit to the Council for verification before moving to his Board of Review.

The council verifies all of the advancement records and notifies the Scout.

For Patriots' Path Council, this list, and a "how to" is listed on the Advancement Webpage, under the "Eagle Advancement Info" Section. This is to minimize the possibility that a Scout's Eagle Board has to be adjourned for lack of proper documentation.

Review

- ♣ What is the role of the Eagle Mentor?
- ♣ How does the Eagle Mentor meet his or her responsibilities?
- ♣ What benefits will a Scout receive when choosing to work with an Eagle Mentor?



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(Call for discussion on each of the topics listed on the slide.)

If not brought out in the discussion, note that the Eagle Scout service project provides a wonderful opportunity for a Scout to serve others while gaining valuable experience that will benefit him or her throughout his life.

The feeling of accomplishment should motivate the Scout to *continually* "help other people at all times." The project also provides the opportunity to learn the basics of project management: how to independently and methodically plan and execute a project. These are skills that could lead to a career, but we must be aware that it is simply the mental exercises involved in planning and development that provide the reasons for requiring it. We are in business to develop good citizens who are fit and of good character. It is not our purpose to develop great project managers. While the project itself has intrinsic value, what the Scout gets out of it and takes through life, is a great deal more important than the project itself.

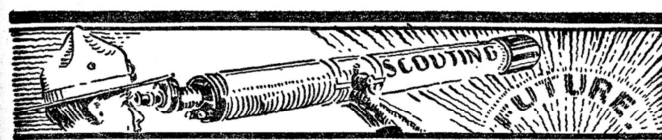
The role of the Eagle Mentor is to provide advice and encouragement, consulting, and to guide the Scout through the process of fulfilling requirement 5. This may include working with the Scout to prepare his final plan, and coaching him through execution of the project and developing his report. Just remember, though; it's the Scout's project. Not yours.

The Mentor meets his or her responsibilities by being a consultant, coach, counselor, and resource. Positive interaction with the Scout is a critical contribution to personal growth. The coach's active term of service begins with the project proposal. It concludes when the report is completed.

The Scout will benefit from a background and experience relating to different kinds of projects and an understanding of unit, district and council expectations for Eagle Scout service projects. A coach's advice will assist the Scout in thinking through all of the details necessary to successfully plan, develop and give leadership to the project. Advice on potential pitfalls and risks will also be very useful in ensuring the Scout has a positive experience.

Closing Thoughts

- ♣ Advancement is based on experiential learning: to educate or to otherwise expand horizons.
- ♣ Personal growth is the primary goal: learning to apply new skills and gaining the confidence to do so.



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In closing, we'd like to draw attention to these two points that are often overlooked. Yes; overlooked. Sometimes we get so wrapped up in the specifics of the project, and maintaining some mythical set of standards, that we forget the real Scouting connections.

The importance of the Eagle Scout service project does not lie in the end product. It's not so much about what got built, for example. It's about the journey—the experience. Eventually a bench or a table will rot and crumble. Eventually a bookcase will be replaced. Soon, a bicycle safety rodeo will be forgotten. But that's ok. It's in the experiences—everything that happens—every discussion, every “aha” moment, every night spent at the drawing boards, every hour of work at the site giving leadership, and more, that teaches the lessons we want. It's about sticking with something and seeing it through, it's about personal growth. It's about learning a skill and applying it to something else that's important in life. It's about learning *another* skill, that though it could be forgotten, served to provide the experience—and the confidence—to do something else entirely different, that perhaps the Scout never thought he could do.

And now, a final important point: Too frequently, dedicated Scouters are unfamiliar with the current *Guide to Advancement*, and continue to operate with outdated national policies and procedures. Other volunteers *are* familiar with the GTA, but to ignore it. Then, there are those who over the years, who have come up with their own versions of the Scouting program.

This presentation is designed to give you the tools and resources you need to properly guide Scouts through the Eagle advancement and service project process.

**Congratulations. You have successfully completed
Patriots' Path Council Unit Eagle Mentor Training**

Thank you for your continued support of our Scouts!

Your comments are welcome.

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Thank everyone for their attendance and offer to answer questions.